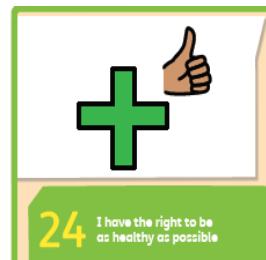# Ogilvie School Campus Promoting Positive Relationships Policy

Linked to UNCRC– Article 12 (respect for the views of the child), Article 23 (children with a disability), Article 24 (Health and Health Services), Article 29 (Goals of Education)

12 I have the right to be listened to, and taken seriously

23 If I am disabled, I have the right to special care and education

24 I have the right to be as healthy as possible

29 I have the right to an education which develops my personality, talents and abilities

Introduction

This policy provides an overview of promoting positive relationships. As a school we believe in the importance of promoting positive relationships for all, ensuring we create a positive learning environment which ensures our whole school community feels safe and nurturing and that individuals feel respected, valued and included, building positive relationships is the foundation of everything we do in Ogilvie School Campus.

Aims of this policy
- To ensure a safe and secure learning environment for our pupils
- To develop a whole school approach to positive behaviour support
- To provide support and training for staff in monitoring and assessing behaviour in order to provide positive behaviour support strategies
- To engage in collaborative work with parents and carers and professionals to ensure a multi-disciplinary approach to positive behaviour management

Positive relationships supports
- Everyone in the learning community - learners, parents and carers, and staff
- Behaviour, wellbeing, attendance, inclusion, achievement and attainment, equity, equality and rights
- Resilience and the ability to deal with difficulties

Our Vision, Values and Aims

Our vision is to provide high quality education in a nurturing, inclusive environment where everyone is valued and respected.
We strive to foster a love of life-long learning through a stimulating curriculum which values communication, independence and skills for learning, life and work.

This policy underpins our values of

Respect
Showing mutual respect for the feelings, wishes and rights of all members of our school community.

Relationships
Build caring, nurturing and positive relationships across our whole school community.

Resilience
Developing our skills, which enable us to work through our challenges.

Our values are reflected in the relationships we have, and are demonstrated in our interactions with others, and influence the way we consider and treat each other. Adults in our learning community play an important role in modelling positive and respectful relationships for all learners based upon our school vision, values and aims.

Our School rules

Our School rules are;

- Try your best
- Be a good listener
- Be kind and gentle
- Be yourself

You will see our school rules displayed in corridors and classrooms. Our School rules were created by our Pupil Council and our posters were designed by pupils

Responsibility of ALL

The promotion and facilitation of positive relationships and behaviour is the responsibility of all members of staff in Ogilvie School Campus. Positive relationships between learners and staff based on mutual respect are vital for productive learning and teaching.

At the heart of our policy is the building of positive relationships with children, forming a strong foundation from which behaviours allow learners to thrive in a safe and welcoming environment. The teacher's ability to successfully create a well-managed, structured classroom environment so that learning can occur impacts on positive behaviours and attitudes. The creation of a positive learning culture encourages children to learn better because they are clear on what is expected of them. All members of our community have an important role in promoting positive relationships.

Expectations of staff

- Show pupils kindness and respect
- Listen to pupils, value their contributions, and respect their views
- Create a positive learning environment where pupils feel welcome
- Create well prepared lessons, making use of available resources, and meeting the needs of all pupils
- Have high aspirations and acknowledge effort and achievement whilst providing support and guidance
- Show interest and enthusiasm in response to pupils' work and celebrate progress
- Always recognise and celebrate positive behaviour and attitudes around the school.

Celebrating and Recognising Success

In Ogilvie School Campus we use a range of reward systems to promote and encourage positive behaviour in all our pupils. It is important to note that many children and young people within Ogilvie School Campus are not motivated by traditional rewards due to their developmental level. Therefore, careful consideration is given to identifying appropriate motivational rewards for each individual.

Some systems include:

- Certificates
- Assemblies
- Stickers
- Reward charts
- Motivating items/activities accessed through 'First and Then' strategy
- Verbal praise

Curriculum Offer

In order to ensure that our pupils are stimulated and motivated to learn we must provide a multi-sensory curriculum that is carefully tailored to meet the needs of each individual. This includes regular group activities to encourage social interaction and communication as well as regular individual activities where staff can target certain areas of development that are crucially important to each child. By creating such a learning environment, we encourage positive learning experiences for all our pupils.

We recognise that the health and wellbeing of each pupil is crucial when delivering learning opportunities. By providing our pupils with an environment where they feel safe, valued and challenged, they will be ready to learn. In Ogilvie School Campus, we use a range of approaches and strategies when working with our pupils in order to ensure we are meeting their individual needs. Some of these approaches are used throughout the school whilst others are effective in specific classes or with individual pupils who benefit from that particular approach.

Our learning environment

We work hard to create an environment where our shared school vision and values are underpinned by the importance of developing positive relationships. By framing our policy and practice around our school values we aim to create a positive and nurturing ethos in our school. This practice creates a shared understanding of our values, their relevance and the expectations of our staff and learners. This policy aims to improve relationships and embed nurturing approaches across the school. It reflects local and national priorities and practice in promoting positive relationships. We aim to promote a consistent, calm environment where high level learning behaviour is supported and provides clarity of expectations and consistency of approach from all members of the school community in supporting our children and young people in their learning.

We aim to create a school where a culture of positive relationships will prevail, and our children and young people will thrive. We want this positive and nurturing approach to be evident throughout the school and in every classroom. In Ogilvie School Campus we will also work in partnership with stakeholders to ensure all our young people have a positive learning experience and achieve their full potential.

GIRFEC in Ogilvie School Campus

In Ogilvie School Campus we believe that our pupils have 'the right to special education and care, as well as all the rights in the UN convention, so that they can live a full life' (article 23, UNCRC). In order to ensure our pupils are 'healthy,

achieving, nurtured, active, respected, responsible, included and safe', the following are in place:

- Individualised Child Planning document
- Visual supports that are individualised to meet the needs of each pupil
- A multi-sensory curriculum that incudes carefully planned activities that are challenging and achievable for each learner
- Regular contact with parents and carers
- Multi-disciplinary planning and evaluating of targets and programmes

In addition, pupils have
- Communication Passports and/or 'All about me' profiles

Behaviour as communication

In Ogilvie School Campus, we know that teaching our pupils to communicate their needs and interact with others is an important life skill which we strive to encourage and develop in every aspect of the school day. We focus intently on this when planning learning experiences and forming pupil targets. Staff engage with each learner using an approach that best meets their individual needs and promotes positive shared interactions. By interacting with our pupils and developing a strong relationship of trust we are able to support them through the various challenges they may experience throughout their school career. By teaching them new ways to communicate their needs and emotions, we can often reduce the frustrations that can lead to dysregulation.

In Ogilvie School Campus, we recognise that all behaviours are communication and exist to fulfil a particular purpose. Reasons may include: gaining or avoiding specific sensory feedback, avoiding tasks, gaining or avoiding attention /interaction. Children communicate their needs and emotions through their behaviour and this must always be recognised and acknowledged. When any behaviour becomes persistent this is because it has become effective in either gaining an objective or avoiding something. Dysregulated behaviour that becomes challenging usually has a direct negative effect on the health and wellbeing of the young person or on others around them. When such behaviours occur staff monitor the behaviour and use these observations objectively to develop a positive behaviour support plan for the pupil. By using positive behaviour support approach, we aim to identify those behaviours and understand the purpose or function of the behaviour(s) to the child or young person in order to facilitate more positive ways of communicating. Whilst it is recognised that many behaviours will not cease to exist, they can be significantly reduced in frequency and intensity when the right strategies and interventions are put in place.

Monitoring behaviour is key to understanding why the behaviour exists, the purpose it serves and whether it is affected by internal or external setting conditions. Through the use of behaviour tracking systems, it is possible to look objectively at the behaviour and the setting conditions surrounding them in order to try and find specific triggers. Discussion of these observations will lead a team of staff to develop a positive behaviour support plan that provides a pro-active strategy to support our learners.

Communication strategies used include
- Individualised timetable
- Objects of Reference
- Now, Next and Then
- Symbols
- Signalong
- Picture Exchange System
- Photographs
- Chat boards
- Talking mats
- Big/ small buttons
- Song Signifiers

Parent and Community Engagement

The role of parents and families in promoting positive behaviour is a key factor when implementing an appropriate strategy. At Ogilvie School Campus, we have an open door policy for all our parents and encourage regular contact to discuss and plan together for each child. This includes any concerns about behaviours that may be affecting a pupil whether at school or home. It is important to have an overall understanding of the way a behaviour presents in all environments, not only at school, in order to fully understand its function.

Anti-bullying statement

Ogilvie School Campus believes in the Rights of the Child. In the United Nations Convention, it states that "All organisations concerned with children should work towards what is best for each child" (Article 3). It also states that "Children have the right to protection from all kinds of violence, both physical and mental. They must be kept safe from harm and must be given proper care by those who look after them" (Article 19).

What is bullying?
Bullying includes a range of abusive behaviour that is
• repeated
• intended to hurt someone either physically or emotionally.

We believe that:
• children and young people should never experience abuse of any kind
• we have a responsibility to promote the welfare of all children and young people, to keep them safe and operate in a way that protects them.

It is important to consider that many of our children and young people do not have the ability to recognise that their actions may be perceived as bullying (repeated, intended to hurt someone either physically or emotionally). Staff at Ogilvie School Campus recognise that these behaviours can often be related to issues such as communication frustrations, pain related, cause and effect, anxieties/ fear or

environmental or routine changes. Staff at Ogilvie School Campus are skilled in supporting our children and young people through targeted interventions and supportive strategies.

Equalities and Diversity statement

We are committed to ensuring equality of education and opportunities for all pupils, staff, parents and carers, irrespective of race, gender, disability, faith, religion or socio-economic background will feel proud of their identity and able to participate fully in school life. We are committed to providing a working environment which is free from discrimination, prejudice and harassment. We encourage respect and consideration for others, and recognise and value the school as a safe space for learning. The staff at Ogilvie School Campus recognise that inequalities exist at all levels in society and as educators we play a role in eliminating all forms of discrimination.

Staff training

All staff in Ogilvie School Campus undertake a wide range of training throughout their career including trauma informed practice, epilepsy training, manual handling, child protection, emergency first aid and in a range of communication strategies (e.g.) sign-along and talking mats. In addition to this staff are encouraged to develop their knowledge and skills base by participating in further training relevant to the children and young people they are working with. Team meetings, collegiate afternoons and in-service days are often used for this purpose.

Safety Intervention

As part of our mandatory modules for all school-based teaching and non-teaching staff will complete the following modules to support them in planning and preparing for dysregulated behaviours.

Positive Approaches to Behaviour – covering the following themes:
- Risks, rights and responsibilities
- Understanding children's behaviour
- Positive Interactions and choices

Safer De-escalation – covering the following themes:
- Dynamic risk assessment and decision making
- Skills preventing escalation
- Personal safety and post incident reflection

De-escalation

When a pupil becomes dysregulated, causing concern for the wellbeing of an individual and/ or becomes more frequent, staff at Ogilvie School Campus are

familiar with a range of de-escalation strategies.

Such strategies include:
- Distracting the individual from the behaviour
- Re-directing them to another activity
- Changing tone of voice
- Changing stance and eye contact
- Using minimal language
- Recognising where on the escalation curve the individual is and whether it is best to wait, intervene or attempt to teach a new skill.

In our Additional Support Needs schools where risk factors remain high we also require all staff to undergo enhanced training as detailed below:

Safety Intervention training includes the following themes:

- Recognising and responding to crisis behaviour
- Safe Physical Intervention – verbal interventions, disengagements and holding skills.

Physical Intervention

The use of force against another person constitutes an assault. However, the law recognises certain justifications for its use. In the context of Ogilvie School Campus, the sole justification for the use of force relates to circumstances in which:

- the young person is or is about to present a danger to themselves
- the young person is or is about to present a danger to other people
- where an attempt to abscond would result in an unacceptable level of risk
- the young person is doing or is about to do significant damage to property including her/his own (this can also present a direct danger to her/himself or others, or serious risk to property if s/he does so).

In emergency situations, a dynamic risk assessment should always take place. This should consider:

- the best interests of the child or young person;
- the risk of injury posed to others;
- the age of the child or young person, physical health, additional support needs, disability and any known experience of trauma – some children and young people would find it excessively stressful to be secluded, which in some cases could cause panic attacks;
- the least restrictive response available; and
- all viable alternatives, which may include co-regulation strategies, staff-led withdrawal, and the risk of not intervening.

Assessment of risk must take account of the age, vulnerabilities and circumstances of the individual pupil. All incidents where physical intervention strategies have been used **MUST be recorded in an Accident and Incident form.**

Seclusion

Is an act carried out with the purpose of isolating a child or young person, away from other children and young people and staff, in an area which they are prevented from leaving. Seclusion would only be used in emergency situations, a dynamic risk assessment should always take place. This should consider:

- the best interests of the child or young person;
- the risk of injury posed to others;
- the age of the child or young person, physical health, additional support needs, disability and any known experience of trauma – some children and young people would find it excessively stressful to be secluded, which in some cases could cause panic attacks;
- the least restrictive response available; and
- all viable alternatives, which may include co-regulation strategies, staff-led withdrawal, and the risk of not intervening.

Assessment of risk must take account of the age, vulnerabilities and circumstances of the individual pupil. **All incidents where seclusion strategies have been used MUST be recorded.**

Attendance and Relationships

Our Attendance guidance reflects current guidelines in West Lothian Education Service on attendance and also reflects the Council's Safe Arrival at School policy, copies of which are available from the Council Intranet for education (Edweb). It is designed to enable us to tackle identified attendance issues which are a barrier to effective learning.

The staff at Ogilvie School Campus believe that regular school attendance is vital to raising attainment. We are committed to providing a full education suited to the needs of each child. To this end staff are committed to the implementation of policies and procedures, which encourage students to attend school on a regular basis; and to ensuring that any problems which impede full attendance are identified and acted upon as efficiently as possible.

We expect pupils to:
- Attend school regularly
- Arrive on time and be appropriately prepared for the day

We expect parents/guardians to:
- Encourage their child to attend school
- Ensure that they contact school whenever their children are unable to attend

- Ensure that their children arrive in school on time and that they are well prepared for the day

Parents/guardians and pupils can expect the following from the school:
- Regular, efficient and accurate recording of attendance
- Early contact when a pupil is absent without a reasonable explanation
- Early contact when a pupil is late on a regular basis
- Immediate and confidential action on any problem which is notified to us
- Steps to be taken to encourage good attendance
- A high quality of educational provision

Attendance at Ogilvie School Campus is very good for the majority of pupils, however, this can fluctuate due to the severe and complex needs of our pupils. During any absence we communicate with parents and carers to ensure we are supporting where possible. Due to the personalised and intensive supports offered we have a zero exclusion rate.